

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Johanna Bortnem

Official School Name: George Bannerman Dealey International Academy

School Mailing Address:
6501 Royal Lane
Dallas, TX 75230-4142

County: Dallas State School Code Number*: 057-905-075

Telephone: (972) 794-8400 Fax: (972) 794-8401

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Michael Hinojosa

District Name: Dallas ISD Tel: (972) 925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jack Lowe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 157 | Elementary schools |
| 33 | Middle schools |
| 0 | Junior high schools |
| 31 | High schools |
| 6 | Other |
| 227 | TOTAL |

2. District Per Pupil Expenditure: 7466

Average State Per Pupil Expenditure: 7797

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	34	42	76
K	0	0	0	8	24	44	68
1	0	0	0	9	0	0	0
2	0	0	0	10	0	0	0
3	0	0	0	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							144

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
17 % Black or African American
53 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
24 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1.	154
(5)	Total transferred students in row (3) divided by total students in row (4).	0.006
(6)	Amount in row (5) multiplied by 100.	0.649

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 72

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %

Total Number of Students Served: 1

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>31</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 10 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	99%	98%	98%	98%	97%
Daily teacher attendance	98%	95%	97%	96%	96%
Teacher turnover rate	13%	13%	13%	7%	33%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

With as small of a faculty as we have at Dealey, the teacher turnover rate is high when a small number of faculty leave. In each of the years, 2007-2008, 2006-2007, 2005-2006, two teachers left each year for other positions. In 2003-2004, two teachers retired, two teachers left for other positions and one teacher moved out of state, accounting for the very high teacher turnover rate that year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

George Bannerman Dealey International Academy (heretofore referenced as Dealey International Academy or Dealey) is a magnet middle school committed to academic excellence with an international focus. This is clearly stated in the school's mission statement: "To provide an exemplary education that develops and empowers all students to become productive citizens in our global society."

Dealey International Academy serves an ethnically, culturally and linguistically diverse student population of approximately 200 students. Many of the students are graduates of the Dealey Montessori Vanguard, which is located on the same campus. Capitalizing on the more than two-dozen countries and/or cultures represented within the student body, Dealey has successfully developed a strong International Studies Program over the past five years. In this program, students gain knowledge of world geography and global events, enrich their cultural awareness, and improve their proficiency in mathematics and science through a combination of curriculum, fine arts programs, and extra-curricular activities.

An international focus is evident throughout the curriculum in both core and elective courses. Mathematics, science, language arts, and social studies are enriched with international content. In addition, language and cultural studies include Exploratory Languages and a 2-year Spanish Course. World Leadership and Global Issues electives emphasize geography, global concerns, and world events. In art, music, and drama courses, students perform music, participate in theatrical productions, and create artwork from countries and cultures around the world.

Dealey International Academy has become a model for academic success within the Dallas ISD and the statewide educational community as evidenced by the various campus and faculty awards. Campus awards include: 1) 2001 Blue Ribbon School, 2) 2007 and 2008 Texas Education Association Exemplary Rating, 3) 2008 Texas Business and Education Coalition Honor Roll, 4) 2008 Dallas ISD Math Olympiad 2nd Place Team, and 5) 2008 UIL Sweepstakes (Best in Show) for Dealey International Academy Orchestra. The achievements of the campus are directly attributed to the student-centered philosophy of the school's award winning faculty. Faculty recognitions include:

- 2002 Dallas ISD Teacher of the Year
- 2003 Dallas Rotary Club Middle School Teacher of the Year
- 2006 UT Southwestern Medical Center, Teacher Research Program recipient
- 2007 Dallas ISD Teacher of the Year, Semifinalist, and
- 2008 Texas Instruments Science, Technology, Engineering, and Mathematics (STEM) Award recipient.

Although it utilizes a traditional classroom setting, Dealey International Academy is a unique educational institution with a Montessori heritage that influences both its curriculum and teaching philosophy. The International Studies Program is a natural progression from the Montessori concepts of the history of mankind and world awareness. The tenets of Maria Montessori are also evident in Dealey's student-centered philosophy and its emphasis on activity-based learning.

Per its mission, Dealey International Academy is producing students who are academically prepared, technology literate and geographically and culturally aware. These skills help to ensure their success in today's interconnected world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Dealey International Academy uses a variety of criterion-referenced assessments to measure student academic success. The Texas Assessment of Knowledge and Skills (TAKS) assessment is the primary determinant of student success in Texas and is the basis of state accountability ratings.

The TAKS assessment measures competencies in mathematics, reading, science, and social studies. Seventh grade students at Dealey are tested in mathematics, reading, and writing and eighth grade students are tested in mathematics, reading, social studies, and science. Dealey International Academy continues to experience significant yearly growth in student academic achievement. The percentage of students who achieved proficiency (met the standard) for 2008 TAKS scores was: 100% in writing and social studies, 99% in reading, 97% in mathematics, and 96% in science. For the past two years, more than 90% of Dealey students in all ethnic and economic subgroups achieved passing scores in every tested category. As a result, Dealey International Academy received the highest campus rating of “Exemplary” as defined by the Texas Education Association (TEA) for 2007 and 2008.

However, for Dealey International Academy to continue its academic growth, it is important to look at the additional measurement of the percentage of students who achieve “commended” status. A commended score translates to correctly answering approximately 90% of the questions on an assessment. In 2008, the percentage of Dealey students who achieved commended status was: 43% in mathematics, 55% in science, 66% in writing, and 70% in social studies and reading.

A closer examination of the five-year trends for mathematics and reading supports the academic achievements mentioned above. Specifically, 85% of 7th and 8th grade students achieved proficiency on the mathematics TAKS assessment in 2004, and a 3% average yearly growth resulted in 97% passing in 2008. Similarly, a 1.4% average yearly growth in the reading scores resulted in a 2004 score of 93% passing in 2004 improving to 99% passing in 2008.

A 5 year trend analysis of Dealey students who achieved commended status on reading and mathematics TAKS tests validates the school’s focus on a rigorous curriculum and a commitment for students to improve their critical thinking skills. The average annual percentage change has been 7.4% in mathematics, resulting in an improvement from 14% commended in 2004 to 43% commended in 2008. The statistics for reading performance is even more impressive with an average yearly change of 10.9%. 27% of the students in 2004 achieved a commended score in reading, which grew to 70% commended in 2008.

Information regarding the state assessment system can be found at the following website:
<http://www.tea.state.tx.us/cgi/sas/broker>

2. **Using Assessment Results:**

Prior to the start of the school year, teachers and administrators review student performance on the Texas Assessment of Knowledge and Skills (TAKS) tests from the previous school year. Based on this analysis a Campus Improvement Plan (CIP) is developed. This document identifies areas of weakness and defines strategies to improve student academic success. In addition, the CIP defines the school’s academic goals for the year. For example, 2008 goals were to maintain the Exemplary Rating and to improve the percentage of students achieving commended scores by 3% to 5% in each tested area.

In addition to the TAKS tests, Dealey students take two benchmark and two Assessment of Course Performance (ACP) tests during the school year. These formative assessments enable the faculty to identify requirements for modifications to the curriculum, for class re-teaching, and for individual student interventions. An excellent diagnostic resource to facilitate the analysis of these assessments is the Dallas ISD web portal or MyData Portal. This data retrieval system contains item analysis for each assessment by classroom and by ethnic subgroup.

MyData Portal also contains current and historical TAKS and ITBS data including an analysis of each student's proficiency by student expectations (or objectives) for reading and mathematics TAKS assessments. With this information, teachers can identify areas for improvement and develop individualized student instruction and/or interventions that will provide continued academic growth for every Dealey student.

3. Communicating Assessment Results:

Communication is a key focus for Dealey International Academy. A variety of initiatives keep the community of students, parents, teachers, and administrators well informed of both student academic performance and campus state rankings.

Students and their parents are kept informed of current academic performance via progress reports, electronic mail, telephone calls and parent conferences. Every six weeks parents receive report cards containing their child's grades and any possible concerns the teachers might have. Many of the teachers also share students' individual learning profiles (from MyData Portal) with parents during regularly scheduled Parent/Teacher Conference Nights.

More formal and official information meetings for sharing TAKS assessment results include

- 1) Annual Principals' meeting with the PTA,
- 2) Quarterly meetings with the Site Based Decision Making Team which is composed of teachers, parents, and community representatives,
- 3) Parent Open House and Parent Orientation meetings, and
- 4) Recruiting activities.

Assessment results and state rankings are also included in recruiting materials, in the state-required Campus Report Card, and the Dallas ISD scorecard, and on the Dallas ISD web site.

4. Sharing Success:

Dealey International Academy has a faculty that takes the initiative to share their experiences and expertise. They work on curriculum committees and serve as curriculum mentors and trainers for both new and veteran teachers. As part of the Campus Instructional Leadership Team (CILT), they meet regularly with other middle school teachers to discuss district target areas and to share teaching strategies. This forum allows teachers to work toward improving district and campus student achievement. The many awards bestowed on individual teachers at Dealey such as Teacher of the Year and STEM are additional avenues for sharing best practices.

Dealey serves as a model for academic success and hosts "learning walks" from other Dallas ISD campuses. The school is also considered the model for a middle school international studies program by the DFW World Affairs Council. As a result, Dealey hosted a Middle School Student Leadership Cultural Program for Hispanic cultures in 2008 which was attended by representatives from the majority of Dallas ISD middle schools. Dealey will host a similar program for Asian cultures in 2009. In addition, Dealey regularly welcomes delegations from foreign countries as part of the DFW World Affairs Council Foreign Visitor Program. In 2007, Dealey hosted a contingent of dancers from the Taiwan Province of China, and in 2008 the school hosted a delegation of Women Business Leaders from Russia.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All curricula at Dealey Middle School have an international focus. Teachers work together to create lessons across disciplines that bring the world into the classroom and increase the students' knowledge of world geography, cultures, and global issues. The middle school also serves as the necessary bridge from the Montessori Elementary to high school.

The Language Arts curriculum, while surveying a diversity of literary genres, pays particular attention to poetic analysis. The students learn to analyze and interpret the literary elements present in poems, and apply those skills to short stories, plays, and longer novels. The program also integrates global issues (such as humanitarian emergencies) into writing prompts and projects. Seventh grade studies also work with literary analysis as well as narrative development in writing, grammar study, and reading skills for research and personal enjoyment.

The math curriculum offers regular seventh and eighth grade math and AP math at both levels (eighth grade Algebra). Instruction is geared toward a three-step process: discovery, practice, and application. Higher Order Thinking Skills (HOTS) activities are used to reinforce and make sense of the concepts during the practice phase. Math projects involve real world problems and allow students to apply and showcase their work with individual presentations. Specialized groupings, peer teaching, and after-school tutoring allow differentiated instruction so that all students are successful in mathematics and can become life-long problem solvers.

Course offerings in Social Studies include seventh grade Texas History, eighth grade U.S. History, and Global Issues (includes both grade levels).

Texas History builds on historical concepts such as independence, westward expansion, and the development of governmental structures. In addition to reading and lecture, the students engage in role play, group exercises, individual and group projects, and other cooperative learning techniques.

U.S. History combines conventional teaching styles with innovative methods such as those designed by the History Alive program, the University of Pittsburgh's Principles of Learning, along with Sandra Kaplin's model of Depth and Complexity to enhance critical thinking skills.

Global Issues utilizes interactive lessons from Facing the Future and the Southern Center for International Studies curricula. Through video and literary material, students engage in discussion and debate which leads them to experience their impact and responsibility in creating a cleaner and safer global environment.

Seventh and eighth grade science students receive instruction in the areas of chemistry, physical, life, and earth science as well as anatomy. Hands-on and laboratory activities as well as independent projects make up more than fifty percent of the instructional methods. Each year students participate in a science fair where they are able to display projects they have completed outside the classroom.

The fine arts department at Dealey International Academy is considered an essential component in the development of the "whole child." The award-winning orchestra, choir, drama, and arts programs produce a large number of students who continue their education at Booker T. Washington High School for the Performing and Visual Arts.

The fine arts curriculum is permeated with international content. Through Dealey's International Folktale Project, drama students study and perform Japanese folktales in the style of Japanese Kabuki theatre. All

music classes study and perform music from around the world. Student artwork from a variety of cultures is displayed through-out the school.

The visual art program is centered on modern discipline-based art education which incorporates a balanced curriculum of art production, art history, analysis, and aesthetics. Art making remains the focus because it encourages individual expression and creative problem solving, as well as introduces tools, skills, and techniques that students may use throughout their lives. As an International Academy, the curriculum has been expanded to include cultural plurality. Art helps students understand that there is a connection between an artwork's content and the culture and time in which it was created.

The foreign language curriculum is a major component of Dealey's international course offerings. Spanish is available for high school credit at the middle school level, but extends for a two year period rather than one. This allows time for the younger student to get a more in-depth study in speaking, hearing, reading, and writing the language. Incorporated into their learning are peer tutoring, computer programs, and teacher-made manipulative materials to help with complex grammar concepts and functional communication. Another exceptional course offered at Dealey is Exploratory Language. This course introduces six different languages (one per six weeks) that include cultural history, music and geography a grammatical structure survey, and enough vocabulary to carry on basic conversation. This program allows the student to get a taste of each language. Every six weeks culminates with recipe research and a food tasting event.

2b. (Secondary Schools) English:

Dealey's English/Language Arts department is committed to challenging students to think critically and to expanding their analytic capacities by engaging relevant texts. The students learn to interpret and respond to material via a variety of mediums, whether oral or written, receptive or expressive. Grammar is taught through an integrated approach with the literature the students study. This accomplishes a strong mastery of grammatical concepts while establishing a connection between the distinct categories of language arts. Similarly, vocabulary study emphasizes the ability to explicate unknown words based upon their context. The writing instruction/practice is based upon the imitation of previously read literary samples. Through this, students gain the ability to write in different styles to accommodate a variety of purposes.

Students reading below grade level are assessed in their receptive and expressive language skills. By identifying flaws in comprehension, the reading instructor can re-teach each student with a focus on differentiated instruction and attention to particular difficulties. The reading class regularly assumes a "literary circle" format where each student practices the different aspects of reading comprehension and literary analysis in a read-research-dialogue activity.

3. Additional Curriculum Area:

Technology literacy is critical to student success in today's interconnected world. Dealey International Academy's career and technology curriculum consists of two courses: Computer Applications and Exploring Communications Technology.

Through the required Computer Applications course, students learn the basic components of computing and how to practice on-line safety. Students learn to conduct effective Internet research while complying with copyright laws and fair use guidelines. Students create on-line projects as they learn how to use word processors, spreadsheets, databases, graphics programs, multimedia presentation programs, browsers, and graphic organizers. The technology instructor works closely with other teachers to design projects that reinforce other disciplines and contain international content.

The Exploring Communications Technology course provides hands-on experience with the latest technologies used to communicate mass messages. Students rotate through four class projects during the course of the year:

the school yearbook, the school's website, a school-wide newsletter, and a weekly news video broadcast. On the yearbook project, students learn how to combine graphics, photographs, and text to create a cohesive theme to the annual memory book, while experiencing the pressure of meeting real-world deadlines. While working on the monthly newsletter students learn how to craft interview questions, schedule time with teachers, administrators, or students, take notes during interviews, and transcribe those notes into compelling stories while working under publication deadlines. One of the most visible and exciting projects for the students is a weekly "Good Morning Dealey" news broadcast. Students write and record scripts and add green-screen backgrounds and titles all while meeting aggressive deadlines. Students create a DVD to broadcast to the middle school classroom televisions through the school's media equipment.

In line with the mission "to empower all students to become productive citizens in our global society," Dealey's career and technology curriculum develops technologically savvy students who can work as a team to produce results.

4. Instructional Methods:

A Dealey International Academy graduate is a proficient thinker and problem solver and an effective collaborative team member. To that end, Dealey faculty is seldom seen using traditional lecturing as an instructional method. Instead, teachers actively engage students in a variety of cooperative learning techniques such as role plays, group exercises, group discussion, and/or debate and discovery activities. Rigorous assignments, activities, and projects emphasize critical thinking skills. The operative question for most teachers is not "What?" but "Why?" or "How?"

The faculty also recognizes the need to accommodate the visual, auditory, and kinesthetic learners through differentiated instruction and assessments. In addition to the traditional assessments, the students' knowledge and learned skills may be evaluated through videos, presentations, performances, art, portfolios, and group/individual projects. For example, in a recent writing assignment about human injustice, the students could combine their writing project with video, music, or art.

Making connections is one of the ways that students learn. Not only do Dealey teachers use this method in their individual classrooms, but they also collaborate to develop lessons that cross disciplines. For example, the study of population growth in Global Issues reinforces the mathematics of percentages and exponents. On a continuing basis, the technology teacher uses topics from core courses as the basis for technology assignments such as a PowerPoint animation lesson that requires the creation of a science biosphere.

5. Professional Development:

Every Dallas ISD professional employee annually completes 21 hours of mandatory content-related staff development. To most effectively meet the unique needs of the Dealey International Academy faculty, a tailor-made plan has been implemented for the past three years. In a seminar format, the Dealey faculty review basic tenets of global education, share personal experiences of summer study abroad, and collaboratively plan for the upcoming year. The most recent 2008 agenda included a report on the eighth grade science teacher's English tutoring in rural Vietnam, a summary of the Spanish teacher's studies in Peru, and three simulation activities to raise awareness of the issues of world energy consumption and global hunger. The Dealey International Academy faculty also participates in events and workshops provided by the DFW World Affairs Council's International Education Initiative. For example, ongoing World-in-Transitions workshops provide training and curriculum resources that enhance Dealey's International Studies program.

Many of the Dealey faculty participate in a Dallas ISD Master Teacher program which provides additional training on research-based strategies and practices and encourages independent studies and seminars. Examples of this additional professional development include Laying the Foundations (Pre-AP Mathematics) Seminar as well as Summer Institute for 8th Grade Science and Language sabbatical in Peru.

Throughout the year, the principal and Dealey's Campus Instructional Leadership Team (CILT) participates in staff development that focuses on the University of Pittsburgh's Principles of Learning. The CILT team, in turn, provides staff training. Subsequently, all staff members engage in the practical application of learning strategies that promote student learning through meaningful and rigorous content.

At Dealey International Academy, all of these professional development activities support student learning and improvement in student achievement. TAKS passing rates far exceed the district and state averages, and commended rates continue to increase every year by 3% to 5%. In addition, the vast majority of Dealey International Academy graduates matriculate into Dallas ISD nationally ranked magnet high schools such as Talented and Gifted and Science and Engineering Magnets at Townview and Booker T. Washington High School for Performing and Visual Arts or to local exclusive private schools such as Hockaday, St. Mark's, Greenhill, Jesuit, Bishop Lynch, and the Ursuline Academy.

6. School Leadership:

At Dealey International Academy, the school leadership consists of a principal and an assistant principal who lead a team of skilled teaching professionals. With an understanding that ownership is critical in team building, the principal leads a collaborative effort to develop a student-centered vision, mission, and annual goals. It is this mission that influences Dealey policy, programs, and relationships to ensure a focus on constantly improving student achievement.

Communication and collaboration are critical components of the many programs implemented by the school leadership that encourage teaching excellence and directly affect student achievement. One of the most successful programs at Dealey International Academy is "learning walks" which are led by a member of the Campus Instructional Leadership Team (CILT). On these walks, a team of teachers visits other classrooms observing Principles of Learning "in action." For example, the focus for 2008 was to observe examples of socializing intelligence. This program gives teachers the opportunity to learn from their colleagues and discuss the issues that affect students' academic performance.

Because Dealey is a relatively small campus, the faculty and staff are able to build strong relationships with the students, the parents, and the community. Leading-by-example, the principal meets throughout the school year with each student one-on-one to review their academic performance, discuss their challenges, and encourage their continued success. In addition, the counselor, with input from the teachers, provides an intervention program for small groups of students who are experiencing behavioral or academic difficulties. Realizing the importance of parental involvement, the principal encourages the teachers to build relationships with the parents. Through parent orientation meetings, formal parent-teacher conference nights, and ongoing informal communications, the faculty is in constant contact with the parents of their students. By staying in touch with the parents, teachers keep them informed of upcoming assignments, share academic progress reports, and discuss any learning obstacles that might prevent the student from achieving academic success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	97	99	93	95	88
% 'Exceeding' Commended	39	42	19	26	5
Number of students tested	64	99	85	74	91
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	94	100	94	92	91
% 'Exceeding' Commended	40	46	18	24	3
Number of students tested	37	41	35	25	35
2. Racial/Ethnic Group (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	96	96	100	84
% 'Exceeding' Commended	39	44	12	25	11
Number of students tested	13	23	25	24	18
3. (specify subgroup): African American					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	90	100	100	95	80
% 'Exceeding' Commended	20	44	17	10	0
Number of students tested	10	23	18	21	25
4. (specify subgroup): Hispanic					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	97	100	87	88	93
% 'Exceeding' Commended	40	38	23	25	4
Number of students tested	39	47	39	25	46

Notes:

Subject: Reading

Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	98	98	88	99	88
% 'Exceeding' Commended	61	55	38	24	16
Number of students tested	64	99	85	74	92
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	100	85	96	92
% 'Exceeding' Commended	60	56	38	8	16
Number of students tested	37	41	35	25	36
2. Racial/Ethnic Group (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	96	96	100	95
% 'Exceeding' Commended	77	65	60	33	37
Number of students tested	13	23	25	24	19
3. (specify subgroup): African American					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	90	96	78	95	88
% 'Exceeding' Commended	60	57	28	5	4
Number of students tested	10	23	18	21	25
4. (specify subgroup): Hispanic					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	100	87	100	85
% 'Exceeding' Commended	55	47	28	25	13
Number of students tested	39	47	39	24	46

Notes:

Subject: Mathematics

Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	98	94	96	84	83
% 'Exceeding' Commended	48	28	28	26	22
Number of students tested	90	80	70	86	76
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	93	91	89	75
% 'Exceeding' Commended	38	31	30	22	21
Number of students tested	42	29	23	36	24
2. Racial/Ethnic Group (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	96	100	84	100
% 'Exceeding' Commended	82	42	22	37	17
Number of students tested	17	24	23	19	19
3. (specify subgroup): African American					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	94	100	96	68
% 'Exceeding' Commended	25	22	32	22	18
Number of students tested	19	18	19	23	22
4. (specify subgroup): Hispanic					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	96	91	87	91	81
% 'Exceeding' Commended	44	20	17	21	26
Number of students tested	48	35	23	42	30

Notes:

Subject: Reading

Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	98	99	91	99
% 'Exceeding' Commended	80	69	64	49	38
Number of students tested	90	80	70	86	77
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	97	96	89	96
% 'Exceeding' Commended	81	72	70	42	46
Number of students tested	42	29	23	36	24
2. Racial/Ethnic Group (specify subgroup): White					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	100	100	84	100
% 'Exceeding' Commended	88	80	61	53	37
Number of students tested	17	24	23	19	19
3. (specify subgroup): African American					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	100	95	96	100
% 'Exceeding' Commended	80	50	63	43	41
Number of students tested	19	18	19	23	22
4. (specify subgroup): Hispanic					
% 'Meeting' plus % 'Exceeding' State Standards Meeting Standard	100	94	100	91	97
% 'Exceeding' Commended	77	71	61	48	39
Number of students tested	48	35	23	42	31

Notes: